

about the conference

Teaching and learning are changing at Grand Valley. To give us an appreciation of the changes, two members of the Pew FTLC Advisory Committee—Susan Edwards (Finance, SCB; Chair, Pew FTLC



Advisory Committee) and Peter Riemersma (Geology, CLAS)—will present an analysis of recent data on teaching and learning at Grand Valley, including how they relate to student graduation rates.



We're proud of what we do at Grand Valley, but we'd also like to do better. At the afternoon

plenary, Carol Hurney, Assistant Director, Center for Faculty Innovation, and Associate Professor, Biology, a colleague from James Madison University, one of our peer institutions, will describe their approaches to teaching and learning.

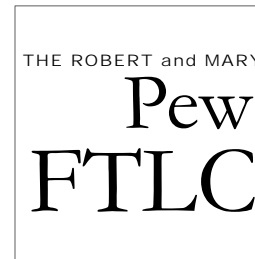


Besides workshops on the conference theme offered by Grand Valley faculty and staff the conference will also feature posters in the Henry Hall Atrium summarizing recent faculty projects on teaching and learning. One, on Supplemental Instruction in the professional colleges, is a result of Vincent Tinto's visit as part of the Student Success initiative. The other two, on the capstone course as integrative learning and portfolio assessment groups as teaching circles, are final projects from two Associates in the Liberal Education Academy.

The Liberal Education Academy opened in Fall 2008. Its purpose is to increase the number of Grand Valley faculty who apply the principles of liberal education in meaningful ways in their teaching, thus also contributing to the scholarship of teaching and learning. Applications are due February 15. The LEA is co-sponsored by the Pew FTLC, the Center for Scholarly and Creative Excellence, and University Libraries.

15th Annual

THE ROBERT and MARY
**Pew
FTLC**



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Fall Conference on Teaching and Learning

The Evolving Landscape of Teaching and Learning at GVSU

“I used to think being a good student meant getting good grades. Now, I think it’s being able to reflect and say what you’ve learned.”
— student in focus group, 2/09

**Wednesday
August 26, 2009**

The conference schedule follows:

- 8:30 Continental breakfast, Posters on teaching and learning projects, Henry Hall Atrium, Allendale Campus
- 9:00 Welcome, Thomas Haas (President), Gayle Davis (Provost), and Christine Rener (Director FTLC). Plenary Session I, “The Evolving Landscape of Teaching and Learning at Grand Valley,” Susan Edwards and Peter Riemersma, Loutit 102
- 10:15 Break
- 10:30 Concurrent Sessions I, Padnos Hall
- 11:40 Concurrent Sessions II, Padnos Hall
- 12:30-1:00 Carillon Music, Anna Colby, Carillonneur
- 12:40 Lunch, Henry Hall Atrium
- 1:15 Plenary Session II, “Building the James Madison University Learning Community. . . One Student at Time,” Carol Hurney, James Madison University, Loutit 102 (concludes at 2:15)

A big thank-you to the Conference Planning Committee: Susan Edwards (Finance, SCB; Chair, Pew FTLC Advisory Committee), Catherine Frerichs (Pew FTLC/Writing), Peter Riemersma (Geology, CLAS; Pew FTLC Advisory Committee), and Tamara Rosier (Pew FTLC).

Thanks also to Maria Codega and Lois Goossen, staff in the Pew FTLC, for their hard work in attending to the details of the conference. Mary Albrecht, and Linda Stratton in the Provost’s office are part of the welcoming team this morning. Dave Chapman in IT and Dan Seeley in Events Services make sure we have the technology support we need.

concurrent sessions I, 10:30 a.m. – 11:30 a.m.

Discussion in the Classroom: Considering the Student Perspective. This workshop will present findings from a study conducted at Grand Valley as a project for the Liberal Education Academy. The project assessed student perception of the value of classroom discussion (both small- and large-group). We will consider what the literature says as well as what students say about discussion. Participants will have the opportunity to assess how discussion can be used in their classrooms in meaningful ways. *Lisa Hickman (Sociology, CLAS), PAD 209.*

Grading Tactics. This workshop addresses issues of grading. Rigorous grading will be encouraged, and ideas for effective grading will be discussed. Workshop participants can expect to learn various tactics for grading papers and exams, how to choreograph graded work across a semester, and how to deal with grade-related difficulties such as challenges and emergencies. *Valerie Peterson (Communications, CLAS), PAD 262.*

Sentipensante (Sensing/Thinking) Pedagogy: Educating for Wholeness, Social Justice, and Liberation. Drawing on the work of Laura Rendón, workshop leaders will present seven entrenched “agreements” (basic assumptions) that act against wholeness and the appreciation of truth in all forms, and will then suggest ways to challenge these agreements. Finally, participants will be asked to examine how they might incorporate *sentipensante* pedagogy in their classrooms. Rendón’s book is for sale in the bookstore. *Susan Mendoza (Integrative Learning, CoIS) and Maureen Wolverson (Liberal Studies, CoIS), PAD 168.*

Appreciative Advising: Come & Join the Revolution. Most faculty have never received formal training in advising. This interactive workshop is designed to provide a framework for optimizing faculty advisor interactions with students through Appreciative Advising, a new approach that has proven successful. Participants will learn the six phases of Appreciative Advising and put them into practice. Does Appreciative Advising work? Come and find out for yourself! *Debra Burg (Biomedical Sciences, CLAS) and Amanda Propst Cuevas (CLAS Academic Advising Center), PAD 211.*

Reflections on 24 Years of Evolving as a Professor at GVSU. Loretta Konecki has taught in higher education for 40 years at four institutions and has been at Grand Valley since 1986 in the College of Education. She has taught one of her graduate classes in five different formats. She has moved from teaching in a “stand-and-deliver” mode to one that stresses students’ responsibility for their learning. Besides learning from Konecki’s experiences, participants will use a variety of interactive techniques to share their own teaching experiences. *Loretta Konecki (College of Education), PAD 106.*

“Idea Pitch” Across Disciplines and Cultures: Helping Students Learn To Market Themselves and Their Ideas. Come and learn “Idea Pitch,” a technique to engage you and your students in thinking in new ways, helping them to promote themselves and their disciplines. Can you tell people in 90 seconds about your latest research project, leaving them asking for more? This is a hands-on, do-it-yourself workshop with all the material you need to create an engaging and challenging class period. *John Farris (Engineering, PCEC), Paul Lane and John Rumery (Marketing, SCB), PAD 002.*

concurrent sessions II, 11:40 a.m. – 12:40 p.m.

Academics Beyond the Classroom. Research demonstrates that when students have positive on-campus experiences in and out of the classroom, they are more likely to complete their studies. In response, the Student Affairs Division has developed Academics Beyond the Classroom. Participants will examine ways they can work with Division staff to incorporate real-life experiences into their curricular objectives. *Colleen Bailey and Christine Drewel (Liberal Studies) and Michelle Burke (Student Life), PAD 211.*

Results of a GVSU 2009 Student Focus Group Study on Students’ Expectations. The Dean of Students Office and Pew FTLC conducted a series of focus groups in Winter 2009 to examine how students think about their learning, including what they expect of themselves and their professors, and their attitudes about liberal education. The results will be presented, along with a comparison to the same study carried out in 2004. Participants will discuss results, along with implications for their teaching. *Diana Pace (Dean of Students Office), Kurt Ellenberger and Tamara Rosier (Pew FTLC), and Catherine Frerichs (Writing, CLAS), PAD 106.*

Setting and Carrying Out High Expectations of Student Learning. This workshop focuses on how to keep students effectively engaged in the learning process. It will offer activities designed to encourage students to think independently, reason logically, and engage in meaningful discussion at a high level. Participants will learn how to teach specific critical thinking skills as well as how to teach students to assess themselves, thus developing metacognitive skills. *Cynthia Grafczynski (Occupational Therapy, CHP), PAD 207.*

“How do I know what I don’t know?” Helping Students Become More Information-Literate. Can you articulate how your students meet the university’s goal of creating information-literate citizens? What does this mean in your discipline? Attend our workshop and learn strategies to bridge the disconnect between how we expect students to use information and how they actually use it, as well as how to apply information literacy competencies in your courses. *Emily Frigo, Mary O’Kelly, and Jodi Tyron (University Libraries), PAD 168.*

Learner-Centered Instruction Leading to Student Engagement and Learning. How well do we carry out our emphasis on student learning? During Gary Klingler’s sabbatical, he developed materials and procedures for MTH 110, using learner-centered principles. Come hear how students responded and how Klingler survived implementation during 2008-2009. You will also be invited to share your own experiences with learner-centered instruction. *Gary Klingler (Mathematics, CLAS), PAD 262.*

Working Together: Teaching Group Work Skills in the Classroom. Where do students gain the skills to work in groups? Faculty must teach their students; skills for successful group work vary, depending on content, intent, participants (including their emotions), context, and non-verbal communication principles. Participants will learn how to prepare their students, how to deal with issues of control, competition, and slacking-off, as well as how to assess group work. *Samantha Andrus-Henry (Communications, CLAS), PAD 209.*